



The Viking Preparatory and Pre-School
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Behaviour, Discipline & Exclusion Policy

Aims and expectations

It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so people can work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the local community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Rewards and punishment

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children;
- Teachers give children stars and housepoints;
- Each week we present a certificate to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- All classes have the opportunity to lead an achievement assembly where they are able to show examples of their best work

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect the children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to re-do a task.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we isolate the child from the rest of the class until he/she calms down and is in a position to work sensibly again with others.

The safety of the child is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part in the rest of the session.

If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

The class teacher discusses the school rules with each class. In addition to the school rules, each class also has its own classroom code. In this way, every child in the school knows the standard of behaviour; the class teacher discusses these with the whole class.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfEE circular 10/98, relating to section 550 A of the Education Act 1996: The use of Force to Control or Restrain Pupils

Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Headmistress or Principal.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Headmistress and Principal

It is the responsibility of the Headmistress to implement the school's behaviour policy consistently throughout the school, and report to the Principal when requested, on the effectiveness of the policy. It is also the responsibility of the Principal to ensure the Health, Safety and Welfare of all children in school.

The Headmistress and Principal support the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Principal keeps a record of all reported serious incidents of misbehaviour.

The Principal has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Principal may permanently exclude a child.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We expect parents to support their children's learning, and to co-operate with the school. We try to build supportive dialogue between the home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has the use of reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should contact the Principal.

Fixed term and permanent exclusion

Only the Principal has the power to exclude a pupil from school. The Principal may exclude a pupil, for one or more fixed periods, for up to 45 days in one year. The Principal may also exclude a pupil permanently. It is also possible for the Principal to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The following categories are examples of behaviour, which would be considered as grounds for temporary or permanent exclusion:

- Violent and / or aggressive behaviour towards other pupils and / or staff;
- A prolonged period of inappropriate behaviour;
- Drug solvent abuse;
- Refusing to accept and follow school rules;
- A sudden and unexpected one-off incident which the school is prepared to accept initially, but on repetition, albeit infrequently, becomes unacceptable;
- General disaffection with school;
- A gradual deterioration in behaviour, which at some point becomes unacceptable either because of the character of the incident or because of its frequency;
- Arson or vandalism.

If the Principal excludes a pupil, he / she informs the parents immediately, giving reasons for exclusions.

Monitoring

The Principal and Headmistress monitor the effectiveness of this policy on a regular basis.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Headmistress records those incidents where a child is sent to her on account of bad behaviour.

The Principal keeps a record of any pupil who is suspended for a fixed-term, or who is excluded permanently.

Review

The Principal and Headmistress will review this policy earlier than necessary if the government introduce new regulations.

This policy was drawn up, discussed and agreed by members of the Viking School. This policy will be reviewed again in two years time.

Signed:

Dated: